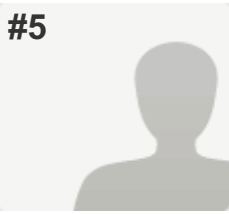**#5**

COMPLETE

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Q1: Name of School District:	Wilton Community School District
Q2: Name of Superintendent	Joe Burnett
Q3: Person Completing this Report	Jamie Meyer

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Q4: 1a. Local TLC Goal

Attract able, promising new teachers and offer short and long-term professional development and leadership opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)   Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Hiring well is critical, not only for immediate and ongoing success of the students, but for the sustained growth and success of the new teachers to the district. For the 2015-16 school year, we hired seven new teachers. Four of the teachers filled openings at the elementary, while the remaining three filled the openings at the Jr/Sr. High level. At the conclusion of the school year, 5/7 (71%) will continue their teaching careers in Wilton. One of the teachers leaving took a similar position in the school district where she lives, while the other candidate did not have his contract renewed for the 2016-17 school year and is currently seeking employment in another district.

Of the two new staff that will not be employed next year in Wilton, along with four retiring teachers and one additional teacher relocating to a community where she can complete her masters degree, all of these positions have been filled for the 2016-17 school year. An 8th position was hired to deal with a swell in IEP students at the elementary level. 6/8 (75%) of these new hires fall into the category of being 1st or 2nd year teachers. Our Model Teaching Staff serves as mentors to these 6 new staff, with the intent to help them navigate their first two years in Wilton an encourage them to make Wilton their last teaching stop of their career.

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers to learn from one another.

Q8: 2b. To what extent has this goal been met?

(no label)   Mostly Met

Q9: **2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

One of the things we focused heavily on this past school year, in both the elementary and the jr/sr high buildings, was the opportunity getting into one another's classroom and observing, provided to both the teacher observing and the teacher being observed. Each building ran a slightly different plan, based on the differences in quarters and trimesters.

At the High School, staff completed 241/324 possible visits the 1st quarter of the year. The 2nd quarter brought 120/162 visits. The 3rd quarter was 48/52 and finally the 4th quarter was 21/27. The reduction in the number of visits was very well thought out and sequenced to allow staff to take part, but not lose sight of the intent of the visits. The 1st quarter was brief visits in 12 classroom, with little to no feedback required. Each subsequent quarter brought a reduction in the number of visits, but an increase in the time dedicated to peer to peer collaboration (2nd and 3rd Quarter). The 4th quarter was an open invitation for the teaching staff to invite a Model Teacher or Instructional Coach to view a lesson and provide feedback.

At the elementary, staff completed 52/60 visits for the 1st trimester. The 2nd trimester was 47/60 completed visits, with the 3rd trimester being 23/30. The intent of the elementary visits was similar to the jr/sr high visits. The difference in the number of visits came from the intention collaboration that was sought at the elementary from the get go. Each visit was to be 20 minutes in length, with a planned follow up discussion of what was viewed by the observing teacher. This lead to rich dialogue and a bit or "proving what you are doing" as a teacher in the classroom.

Q10: **3a. Local TLC Goal**

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation.

Q11: **3b. To what extent has this goal been met?**

(no label)   Fully Met

Q12: **3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The original plan to carry out TLC in our district including three full time release positions; Curriculum and PD Leader, Literacy Coach, and a Technology Integrationist. To meet the state requirement of 25% of the staff, we set out to hire 10 Model Teachers. All positions were filled for the 2015-16 at the end of the 2014-15 school year. Two late resignations of teachers that left the district, left two open spots in the Model Teachers. The district decided to NOT pursue filling the open roles for two reasons. One, all staff that applied to be Model Teachers were hired. There was not an extra candidate pool to select from. Two, it would have seemed to defeat the purpose of intent of TLC to just simply "fill the openings" with staff that may apply and not be viewed as true teacher leaders.

The two open Model Teacher positions from the 2015-16 school year have been filled for the 2016-17 school year. The real success of the initial hiring phase is that all three fulltime release staff, and the original eight Model Teachers are remaining in those positions for the 2016-17 school. This should blend the continuity of the TLC system and allow it to evolve for all professionally.

Q13: **4a. Local TLC Goal**

Improve student achievement by strengthening instruction.

Q14: **4b. To what extent has this goal been met?**

(no label)   Fully Met

Q15: **4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Several pieces of formative and summative data show the positive effects of quality work done by our teaching staff as a whole that we believe signals the success of the TLC program in Wilton.

Iowa Assessments (comparison 3-5, 6-8, 9-11...2014/15 to 2015/16)

Reading	2014-15	2015-16	%+/-
3-5	81.9%	83.2%	+1.3%
6-8	67.4%	75.4%	+8%
9-11	79.7%	80.3%	+0.6%

Math	2014-15	2015-16	%+/-
3-5	82.5%	80.3%	-2.2%
6-8	79.7%	79.8%	+0.1%
9-11	86.3%	85,7%	-0.6%

Iowa TIER Reading

	Spring 2015	Spring 2016	%+/-
K	84%	78%	-6%
1	71%	82%	+11%
2	84%	86%	+4%
3	53%	71%	+18%
4	55%	66%	+11%
5	83%	70%	-13%
6	63%	66%	+3%
Bld	72%	74%	+2%

iBlock Level Advancement (using 95% PLL materials)
K: 93%   1: 87%   2: 71%   3: 67%   4: 78%   5: 86%   6: 87%

Data Team SMART goal completion was 100%.

CLARITY Survey: Spring 2016 (Spring 2015)

Staff	
Foundational Skills	90% (67%)
Online skills	68% (39%)
Multimedia Skills	55% (30%
Beliefs	81% (78%)
Digital Citizenship	35% (29%

TLC ratings for three full time teachers (2015-16)
Literacy Coach rated as 85.3% effective
Instructional Technology Coach rated as 88.8% effective
Curriculum & PD Leader rated as 90.6% effective

A Likert Scale of 1 (low) to 3 (high) in the areas of effectiveness of improving classroom instruction, collaboration with staff, communication with staff, assistance to teachers with professional growth opportunities, and teacher leadership were the categories for the ratings used with the three full time release teachers.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	*Respondent skipped this question*
Q17: 5b. To what extent has this goal been met?	*Respondent skipped this question*

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.	*Respondent skipped this question*
Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.	*Respondent skipped this question*
Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:	Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers. , Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. , Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. , Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan. , Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.